

Second Grade Writing Lesson #1 with Narrative Prompt

Title:	Surprise
Grade:	Second Grade
Core Standards:	4002-0860–Produce personal writing (personal experiences). 4002-0801–Generate ideas for writing by reading, discussing literature, and reflecting on personal experiences.
Objective/Purpose:	Students will write a personal narrative about a time they surprised themselves or someone else.
Time Required:	45 minutes
Teacher Materials:	Selected books: <i>Fortunately</i> , Remy Charlip <i>That's Good! That's Bad!</i> , Margery Cuyler <i>The Wednesday Surprise</i> ,* Donald Carrick <i>First Day of School</i> , Eve Bunting <i>Miss Nelson is Missing</i> , James Marshall *Includes a box with visuals to go with the story (e.g., party hat, presents, blindfold, costume, etc.).
Student Materials:	Graphic organizers or story map (e.g., beginning, middle, end) Writing paper Pencil

What to Do:

1. Share and discuss items in the box.
2. Read the selected story.
3. **Pre-write** (plan). Model the use of the graphic organizer using the selected story.
4. Brainstorm topic ideas. Have students turn to a partner and tell of a time they surprised themselves or someone else. Tell lots of details.
5. **Write** (compose). Have students create their own graphic organizer, starting with title. Use ideas from the graphic organizer to create a first draft.
6. Have students self-assess their drafts using the modified Six Traits checklist.

7. Have students share their stories with a partner or small group, or through the **author's chair**.
8. Tally all students' self-assessed scores on the rubric for each of the Six Traits to ascertain the class' strengths and weaknesses.

Writing Prompt: Write about a time when you surprised yourself or someone else. Use enough details so that the reader can picture the person or the thing that happened.

Student Paper #1
(Second Grade Student)

Title: "Camping"

Camping!

My brother is in boy scouts. He had been waiting along time to go camping with the other scouts. Finally, the day had come, when he got home from school he was in a rush to get packed up. Soon he was with the other scouts roasting marshmallows. After they were all full they left to get their pj's on and get into their tents. The next morning my brother saw his two neighbors outside their tent my brother asked them what they were doing. They told my brother to look in their tent so my brother did and he saw a skunk! He asked them how they didn't get sprayed they said they quietly tiptoed out without bothering it. So the day my brother came home that was the story he told us.

Student Paper #1
(Second Grade Student)

Commentary
(Exemplary Example)

Title: “Camping”

IDEAS AND CONTENT:

The paper contains relevant, telling, quality details. The topic is narrow and manageable. Example: the writer followed the theme of camping with the scouts and finding a skunk in their tent.

ORGANIZATION:

The paper has an inviting introduction that ties in with a satisfying conclusion about the story her brother told. The pacing is well controlled.

VOICE:

The reader feels a strong connection to the writer. Example: “They told my brother to look in their tent. So my brother did and he saw a skunk.”

WORD CHOICE:

The writer uses lively verbs, such as *roasting*, *packed up*, *quietly tiptoed*, etc.

SENTENCE FLUENCY:

The writer incorporates varied sentence beginnings and sentence lengths.

CONVENTIONS:

Spelling is generally correct. More attention needs to be paid to grammar and usage. Example: run-on sentences–“in their tent and”... “get sprayed they said...”

Student Paper #2
(Second Grade Student)

Title: "When We Got Otis"

when we
got Otis

By: ~~_____~~
April 13, 2004

One day we got home from school my dad told me to pick up Ben's stuff out front. I went out front and just saw nothing but our front-yard. I went back inside. I went into the kitchen and told my dad that Ben didn't have anything outside. Then Ben came in the kitchen and opened the back door. Daisy and a puppy came in. We named the puppy Otis.

Illustration for Student Paper #2
(Second Grade Student)

Title: "When We Got Otis"



**Student Paper #2
(Second Grade Student)**

**Commentary
(Average Example)**

Title: “When We Got Otis”

IDEAS AND CONTENT:

The paper is focused. The writer stays on the topic. The reader's questions are anticipated and answered.

ORGANIZATION:

The sequencing is logical, and the title is original.

VOICE:

The narrative is personal. Example: “I went into the kitchen and told my dad that Ben didn’t have anything outside.”

WORD CHOICE:

Some word choices are too general (e.g., *used*, *went*, *often*).

SENTENCE FLUENCY:

Many sentences begin the same way, but length as well as structure vary.

CONVENTIONS:

Spelling and end punctuation are correct. The writer needs to allow more space between words.

Second Grade Writing Lesson #2 with Narrative Prompt

Title:	Yippee!
Grade:	Second Grade
Core Standards:	4002-0806–Produce personal writing (personal experiences). 4002-0801–Generate ideas for writing by reading, discussing literature, and reflecting on personal experiences.
Objective/Purpose:	Students will write a personal narrative about their best day of school.
Time Required:	45 minutes
Teacher Materials:	Selected books: <i>Thank You, Mr. Falker</i> , Patricia Polacco <i>Mr. Lincoln's Way</i> , Patricia Polacco <i>Lily's Purple Plastic Purse</i> , Kevin Henkes <i>Chrysanthemum</i> , Kevin Henkes
Student Materials:	Graphic organizer (web or 8 squares) Writing paper Pencil

What to Do:

1. Read a selected story/stories.
2. Discuss what happened that made the day (in the story) so great.
3. **Pre-write** (plan). Have students brainstorm ideas about their best day of school.
Mention that they may draw experiences from preschool, as well.
4. Have students turn to a partner and share ideas about their best day in school.
5. Model the use of the graphic organizer using one of the shared stories.
6. **Write.** Have students create their own graphic organizer, starting with their title.
7. Using their graphic organizers, have each student write draft sentences

about his or her best day at school.

8. Give students time to assess their papers, using the student checklist.
9. Let students share their completed stories with a partner, in small groups, or through the “author’s chair.”
10. Tally all students’ self-assessed scores on the rubric for each of the Six Traits to ascertain the class’ strengths and weaknesses.

Writing Prompt: Write about the best day you have ever had at school. Give lots of details so your reader can picture the thing that happened.

Student Paper #1
(Second Grade Student)

Title: "My Best Day in School"

Date March 4, 2004

My Best Day In School
The walking report
card was my best day
in school. First we had
a program in the gym.
We sang Zip-a-de-do-da
and our parents sang with
us. After that we went
to the library. Then our
parents gave us our
spelling test. We did a
dance for our parents

Date March 4, 2004

there. Then we went
back to the classroom.

My favorite part was
when we got the
donuts and popcorn
afterwards. Also I

liked when our parents
got to sing with us.

**Student Paper #1
(Second Grade Student)**

**Commentary
(Exemplary Example)**

Title: “My Best Day in School”

IDEAS AND CONTENT:

The topic is narrow and manageable (i.e., What happened during a walking report card?).

ORGANIZATION:

The pacing is well controlled and moves nicely from beginning to end.

VOICE:

The writer’s voice is personal and engaging.

WORD CHOICE:

The language and phrasing are natural. (Example: “We sang Zip-a-dee-do-da.”)

SENTENCE FLUENCY:

The student uses a variety of transitions between sentences and thoughts.

CONVENTIONS:

The punctuation is accurate (i.e., the student appropriately hyphenated “Zip-a-dee-do-da”). Spelling is also generally correct.

Student Paper #2
(Second Grade Student)

Title: "My Best Day in School"

Date

3-4-04

My Best Day at School

When we made the
pots. We got a big
square of clay.

We had to use clay.

We had to put them

in the kiln. We took

some of the clay and rolled

it and smashed it. We

used water and slip. I

had alot of fun. It

took a long time. It

Was fun. We painted
the pots. I painted
mine red. I felt
really happy.

**Student Paper #2
(Second Grade Student)**

**Commentary
(Average Example)**

Title: “My Best Day in School”

IDEAS AND CONTENT:

The writer attempts to support ideas, but the reader is left with questions. For example: “We used water and slip.” What is “slip”?

ORGANIZATION:

The sequencing shows some thought and logic. However, while the topic is supposed to include one day, the writer includes activities spanning more than one day. The writer occasionally supports the main topic, but not always.

VOICE:

The voice is reasonably sincere, but the writing is humdrum and “risk-free.”

WORD CHOICE:

Words and phrases are functional, with only one or two fine moments.

SENTENCE FLUENCY:

Too many sentences begin the same way. Example: “We...”

CONVENTIONS:

End punctuation is usually correct, and most words are capitalized correctly.